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ABSTRACT

This is the first annual Results Report for the Illinois Community College System. For each of the six statewide goals, the report provides information on stated Illinois Community College Board (ICCB) and college priorities, common and individual college initiatives and actions, and state-level initiatives that support the goal. ICCB staff review the statewide data that are routinely collected from the colleges, as well as many performance indicators that currently exist in a number of accountability initiatives, such as the Performance-Based Incentive System, Perkins Plan, the Workforce Investment Act, and others to determine useful benchmarks for documenting progress toward the statewide goals. These goals are as follows: (1) to sustain strong economic growth; (2) to join with elementary and secondary schools to improve teaching and learning at all levels; (3) not to deny any Illinois citizen an opportunity for a college education because of financial need; (4) to increase the number and diversity of citizens completing training and education programs; (5) to hold students to even higher expectations for learning and for the colleges and universities to be held accountable for the quality of academic programs and assessment of learning; and (6) to continually improve productivity, cost-effectiveness, and accountability. (VWC)

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ILLINOIS COMMUNITY COLLEGE SYSTEM RESULTS REPORT

Fiscal Year 1999

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ILLINOIS COMMUNITY COLLEGE SYSTEM
RESULTS REPORT
Fiscal Year 1999

Background

During fiscal year 1999, the Illinois Board of Higher Education (IBHE) held broad discussions of a citizens' agenda for Illinois higher education. The citizens' agenda was developed from the results of opinion surveys and other research IBHE conducted to determine what Illinois citizens think of higher education currently and what future expectations they hold. During discussions of the citizens' agenda throughout the past year, six broad goals for higher education emerged in the areas of **economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability.** These goals, as detailed in IBHE's *Illinois Commitment: Partnerships, Opportunities, and Excellence*, February 1999, are intended to provide a focus for colleges and universities as they continue to maintain and enhance Illinois' quality system of higher education while meeting the challenges of our rapidly changing world.

Introduction

The IBHE has asked colleges and universities to submit an annual Results Report that identifies the actions taken or planned in support of the statewide goals in the *Illinois Commitment*, as well as the results of those actions. Taken together, the Results Reports provide collective accountability for the Illinois higher education system's progress toward the goals. Institutions of higher education are unique and diverse. This is particularly true of community colleges where the array of programs and services offered is largely shaped by the demographics and needs of the district served. In a state as large and diverse as Illinois, the community-based structure of the colleges translates into a rich mix of institutions that mirrors that diversity. It is understood that each institution will pursue the statewide goals set forth in the *Illinois Commitment* in ways that fit the individual institution's communities.

The following report is the first annual Results Report for the Illinois Community College System. For each of the six statewide goals, the report provides information on stated ICCB and college priorities, common and individual college initiatives and actions, and state-level initiatives that support the goal. ICCB staff are reviewing the statewide data that are routinely collected from the colleges, as well as the many performance indicators that currently exist in a number of accountability initiatives, such as the Performance-Based Incentive System, Perkins Plan, the Workforce Investment Act, and others to determine useful benchmarks for documenting progress toward the statewide goals. Future reports will include performance data.

Goal 1 - Economic Growth

Higher education will help Illinois business and industry sustain strong economic growth.

Community colleges are the primary providers of workforce preparation for adults in Illinois. They are also partners in the economic development strategies of the communities they serve individually and of the state collectively. The colleges provide initial postsecondary education and training for individuals preparing to enter the workforce; training, retraining, or skill upgrading to currently employed persons; and education and training for those who are unemployed, underemployed, or dislocated.

Related Priorities: One of the goals the Illinois Community College Board (ICCB) established for fiscal years 1998-2000 is "to promote an efficient and effective workforce preparation program that meets the needs of the local communities and that fully integrates community college programs with the public schools and businesses and industries of the state and region." Similarly, since the colleges began reporting their annual priorities as part of the Priorities, Quality, and Productivity initiative, workforce preparation is consistently identified as a common priority.

College Initiatives:

Certificate and Degree Programs and Adult Education

Each year, over one-third of community college credit enrollments are in traditional baccalaureate/transfer courses. In addition, Illinois community colleges offer occupational education in more than 200 career specialties for employment training, retraining, upgrading, and professional development. In fiscal year 1998, 13,348 transfer degrees and 20,386 occupational degrees and certificates were awarded, an increase of 2.0 percent and 4.2 percent respectively over fiscal year 1997. Finally, adult education programs serve those 16 years and older who have less than a high school education and are no longer enrolled in school. These programs include adult basic and secondary education and English as a Second Language. Illinois community colleges provide about 70 percent of state and federally funded adult education instruction in Illinois, equipping thousands of individuals annually with the basic skills they need to become a productive part of the state's workforce. In fiscal year 1998, over 6,600 adults completed Adult Secondary programs. The colleges' Results Reports indicated that Adult Education and ESL programs are linked to occupational programs whenever feasible to enhance the employability of this population.

The colleges' Results Reports also indicated some common characteristics of occupational programs. Many are **developed in partnership with business and industry in response to expressed needs.** Many require or provide opportunities for **work-based learning,** such as internships, clinicals, or apprenticeships. Whenever possible, curricula incorporate **occupational skills standards.** The programs use **advisory committees of employers and practitioners** in program development and periodic review.

Several colleges reported developing new programs in allied health, computer technology, graphic design, and automotive technology to meet high demand from employers. Following are some specific examples of program initiatives individual colleges have undertaken or are planning to address the workforce preparation needs of their respective districts.

Service to Business/Industry and Welfare Clients

Business/Industry Centers located at every Illinois community college provide a comprehensive range of services based on local needs that include: **customized job training; entrepreneurship seminars and workshops; employment, training, and job search services; government contract procurement assistance; individualized counseling and management assistance; and small business incubators.** These centers also work cooperatively with the Illinois Manufacturers' Association, the Illinois State Chamber of Commerce, and the state's manufacturing extension initiative, in partnership with the Chicago Manufacturing Center and the Illinois Manufacturing Extension Center. In fiscal year 1998, the colleges increased the number of companies served with customized training by 563 over the previous year, offered 1,218 workshops and 391 noncredit courses to assist individuals in job search, training, and employment activities, and assisted in increasing the procurement of government contracts by $15 million over the previous year. As indicated in the following section, most of the colleges also participate in the Advancing Opportunities Program to assist welfare clients to become self-sufficient. In addition, in fiscal year 1998, 39.4 percent of the TANF recipients in adult education programs experienced increased earnings sufficient to reduce or cancel their monthly welfare grants, resulting in welfare savings of $14.6 million.

In their individual reports, many colleges indicated that they are using Work Keys, an assessment and job profiling system, to assist employers and employees identify essential skills for jobs and match employees to them. For example, Lewis & Clark Community College through its Community Service Department sponsored a free seminar for displaced workers that offered Work Keys assessment and career counseling when a local plant laid off 400 workers. And, Richland Community College assisted with employment recruitment through Work Keys profiling followed by incorporating required skills into a transportation curriculum offered to GED students. Following is a sample of the many individual college initiatives that were identified as well:

- William Rainey Harper College's Corporate Services Division is a self-funding entity that has experienced tremendous growth since its inception in 1991. The three largest programs the division offers are ESL and basic skills, computer training, and Quality/ISO.
- Elgin Community College offers a Micro-Loan Program through its Small Business Development Center to provide financing to minority and disadvantaged entrepreneurs when no other loan source is available. The user must commit to continuing education in some format to quality for the loan.
- Wilbur Wright College developed the Wright International Business Institute at the request of local businesses entering international markets. The college plans to revise curricula to focus on international business and electronic commerce opportunities.
- Malcolm X College developed and implemented three unique welfare-to-work training programs: Runway to Success in partnership with the American Airlines and the Chicago

Jobs Council, Hospitality Prep Training in partnership with the Chicago Hospitality Industry Consortium, and Technical Opportunities in partnership with Chicago Women in Trades.

- Rock Valley recently equipped a mobile lab to enable computer-based instruction to be delivered on sites where the company does not have the necessary facilities. The college will expand delivery of on-site credit instruction to business and industry by beginning on-site instruction at UPS at the Rockford airport in fall 1999.
- South Suburban College added Advanced Learning for Employment to the GED curriculum to emphasize work-based learning experience or simulation and integrate learning with preparation for employment.
- John Wood Community College implemented the JOBS project that provided training for individuals to achieve employment at two area manufacturing concerns.

Partnerships

Illinois community colleges have forged numerous partnerships with business/industry, other colleges and universities, and state agencies to address workforce preparation needs. Some of those partnerships, such as the Advancing Opportunities Program previously described, are quite broad-based. Another example is a partnership that the Illinois Community College System formed with State Farm Insurance Companies in 1997. Through the agreement, all Illinois community colleges offer a uniform curriculum in computer applications customized by State Farm corporate trainers to agents throughout the state. Motorola Corporation and a consortium of northern Illinois community colleges (Elgin Community College, McHenry County College, William Rainey Harper College, and College of Lake County) formed a partnership to develop an Electronic Manufacturing Degree to address a regional shortage of qualified electronics technicians. This regional approach will allow Motorola to gain more skill within its workforce while the pool of trained technicians with the degree will support the growth of other companies in the region.

Colleges partner with other colleges to maximize resources and to offer programs in areas of workforce preparation that individual colleges are not equipped to offer alone. The Southern Illinois Collegiate Common Market (SICCM) is a long-standing example of such a partnership. The four colleges that are members of SICCM (John A. Logan College, Rend Lake College, Shawnee Community College, and Southeastern Illinois College) have been able to offer consortial programs in areas such as allied health where the expense of laboratory equipment, etc. would be prohibitive for a single institution. Very recently, Carl Sandburg College, Spoon River College, and Southeastern Community College in Iowa cooperatively developed three allied health programs that will now be available to students in all three college districts. Colleges routinely enter into cooperative agreements with neighboring districts to enable their students to access programs not offered at the home college at in-district rates. Finally, ICCB staff and college representatives have worked with the Department of Corrections to develop statewide curricula that colleges offer at correctional institutions to equip incarcerated individuals with skills to re-enter society and the workforce.

Following is a sample of partnership initiatives individual colleges identified in their reports

- Lewis & Clark Community College formed an alliance with Olin Corporation that connects the corporation's training needs with the college's resources to keep training and development costs down for the corporation and to provide a revenue stream for the college
- Lincoln Land Community College entered into a partnership with Central Management Services to deliver training to state employees.
- Carl Sandburg College developed centers in both Galesburg and Carthage to provide technology access to the residents and students of the district as well as facilities for businesses training.
- Shawnee Community College is using Industrial Training Program funds to assist two local industries with upgrading their workforce and introducing new technology into the workplace.
- Triton College formed a new partnership with the US Army to provide LPN training. The College has also expanded its early childhood education program and opened a new toddler center in cooperation with a local government agency to provide much-needed child care for its workforce.
- John Wood Community College established the Tri-State Community College Training Consortium in cooperation with colleges in Missouri and Iowa to maximize resources and eliminate duplication of services.

Continuing Education and Public Service

Continuing education and public service, activities represent an important facet of the community college mission that address needs that fall outside structured programs. They provide continuing education for professionals to maintain currency or to meet requirements for continuing professional development in fields such as allied health, and provide opportunities for individuals to develop new skills or upgrade current skills. All of the colleges provide these essential opportunities to the citizens in their districts. However, since many of these activities are noncredit, it has been difficult to capture information that adequately describes the scope of continuing education and public service activity that occurs. The ICCB is beginning to collect data on noncredit courses that require registration to address this issue. In addition, colleges were asked to report on a number of aspects of public service activities in the 1999 Accountability/Program Review Report. An analysis of this information will be included in the ICCB 1999 Accountability/Program Review Report which will be presented to the Board at its October 15, 1999 meeting.

Economic Development and Community Outreach

Community colleges are rich resources to the districts they serve and are active partners in community and economic development. Some of the more common ways in which the colleges contribute to the economic health and growth of their communities include **college personnel who are active in organizations representing business/industry and in local and regional economic development councils, involvement of business leaders in institutional and program advisory committees, provision of basic skills instruction to assist individuals to become productive members of the workforce and to retrain workers when businesses fail, and participation in ETC partnerships and One-Stop centers.**

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Resource Support

In order to be effective, the activities the colleges carry out in support of workforce preparation require staff and fiscal resources. Nearly all of the colleges reported that they are supporting new or enhanced workforce preparation initiatives as follows: **aligning or realigning staff to support workforce preparation programs and initiatives, investing in facilities to provide new or improved occupational programs and training, and providing incentive funding for initiatives to enhance and sustain workforce preparation and economic development.**

State-Level Initiatives:

System Funding Initiatives: The ICCB has made an effort to expand the workforce preparation and advanced technology "block grants" to the system as part of an ongoing initiative to decouple at least a portion of state funding from credit enrollments. The rationale is that there are numerous instances where colleges provide expertise and services that do not tie directly to credit coursework, but are critical to accomplishing the community college mission. There are three categories of Workforce Preparation Grants: Business/Industry, Education-to-Careers, and Welfare-to-Work. For fiscal year 2000, a total of nearly $13.75 million was appropriated to support these three grant categories. The fiscal year 2000 budget also includes a new Special Initiative Grant category. Of the $500,000 appropriated to support this category, ICCB will direct $300,000 to support initiatives that address the shortage of individuals who are prepared to work in the field of information technology, a critical need for the present and future economy.

Performance-Based Incentive System: In fiscal year 1999, the ICCB implemented a Performance-Based Incentive System as a practical, effective way of assuring continuing educational improvement at Illinois community colleges. In addition to statewide goals and measures, the System includes a district-specific measure that recognizes the autonomy, mission differentiation, and community needs of the individual colleges. Colleges may develop district-based goals and measures in the area of Workforce, Technology, or Responsiveness to Local Needs. Eight community college districts are working toward goals they have set in the Workforce area.

Workforce Preparation Awards: The ICCB annually presents Workforce Preparation Awards to up to three colleges in recognition of outstanding efforts to improve employment opportunities and provide for a better trained workforce in their communities. Most recent award winners are: College of Lake County/Elgin Community College/McHenry County College/William Rainey Harper College for a partnership with Motorola Corporation to develop the Electronic Manufacturing Program to alleviate the shortage of trained electronics technicians in the region, Lewis & Clark Community College for its alliance with the Olin Corporation, and Waubonsee Community College for a partnership with SealMaster Bearings.

Implementation of Workforce Legislation: Provisions of the Workforce Investment Act (WIA) become effective in fiscal year 2001. A great deal of work remains to be done between now and then. ICCB staff will dedicate time to support the activities of the Illinois Workforce Investment Board and related committees to develop and implement unified guidelines and procedures that will allow implementation of WIA efficiently and effectively. In addition, ICCB staff will provide ongoing leadership, information, and technical assistance to Illinois community colleges regarding their roles and responsibilities in the implementation of WIA.

Hire Education Alliance: The Hire Education Alliance is a systems approach to making the vast array of programs and services offered at Illinois community colleges accessible through a single point of contact through a toll free hotline number at the ICCB, and similar gateways within each college. The Alliance provides guidelines and a strategic process to enable colleges to reach the end goal of easy access to effective services that meet workforce development needs.

Adult Education: During fiscal year 1998, a joint meeting was held with the Illinois Community College Presidents Council, and the community college Chief Academic Officers and Adult Education Deans and Directors to emphasize the importance of fully integrating Adult Education into the colleges. The ICCB also added two staff positions, Director for Adult Education and Vice President for Workforce Development and Adult Education, who have primary responsibility for providing state-level leadership for Adult Education in Illinois through an Interagency Agreement with the State Board of Education and in the community college system for specific needs of the colleges.

Advancing Opportunities Program: The Advancing Opportunities Program grew out of the Opportunities Program that began as a welfare-to-work partnership among the ICCB, Department of Human Services, and 15 community colleges. The Advancing Opportunities program is now located at 36 Illinois community colleges and one community college center. The program answers the need to move Temporary Assistance to Needy Families (TANF) clients out of entry-level jobs and continued public assistance into workplace advancement and self-sufficiency.

Occupational Skills Standards: Working cooperatively with the Illinois State Board of Education to provide statewide leadership for the Occupational Skills Standards initiative, the ICCB utilized funding in fiscal year 1998 to support the development of occupational skills standards. A portion of the funding was directed to projects that support the development of replicable models for the implementation of occupational skills standards within curricula, assessment, and accountability policies and procedures. Models developed by Belleville Area College, City Colleges of Chicago (Richard J. Daley College, West Side Technical Institute, Humbolt Park Vocational Education Center, Dawson Technical Institute), Illinois Eastern Community Colleges, Kankakee Community College/Heartland Community College, Kishwaukee College, McHenry County College, and Richland Community College were showcased at a statewide conference and have been made available to a broad audience by ICCB and Illinois State Board of Education staff.

Policies to Improve Responsiveness: Staff from the ICCB and the IBHE worked together during fiscal year 1998 to develop modifications to program approval processes to maximize the colleges' ability to respond quickly to the needs of business and industry. The IBHE delegated to the ICCB sole responsibility for approval of certificate programs and for temporary approval of Associate of Applied Science Degree programs that address emerging occupations or an immediate and temporary workforce need. During fiscal year 1999, staff have implemented these and other procedural changes in the approval process to reduce the amount of time required to review new program requests. Further modifications are being considered for the approval of short-term certificates.

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Goal 2- Teaching and Learning

Higher Education will join elementary and secondary education to improve teaching and learning at all levels.

The P-16 Partnership for Educational Excellence was created in fiscal year 1998 to formally bring together the ICCB, Illinois State Board of Education, and the Illinois Board of Higher Education to collectively ensure that policies, programs, and services are in place throughout the education continuum to enable all Illinois citizens to attain their educational goals. The community colleges are a critical link in the education continuum. They provide a community-based infrastructure of postsecondary institutions that have existing ties with K-12 schools and with universities. This strategic positioning enables them to be major contributors to teaching and learning through teacher recruitment, preparation, and professional development and through outreach and support to elementary and secondary schools.

Related Priorities: One of the goals the Illinois Community College Board established for fiscal years 1998-2000 is "to ensure that Teaching/Learning remains the focus of the Illinois Community College System." Teaching and learning is at the very heart of the community college mission. Colleges consistently identify teaching and learning as a common priority in their annual Accountability/Program Review Reports to the ICCB.

College Initiatives:

Teacher Recruitment and Preparation

Teacher recruitment is a key element in improving teacher quality, and community colleges are prime venues for recruiting prospective teachers. Many colleges are in rural communities or inner cities, where teacher shortages often exist, and directly serve the community, providing opportunities to interest students in junior high or high school in becoming teachers. The potential also exists that these students will return to their home districts to teach.

Community colleges are also a primary entry point for teacher education graduates. In fiscal year 1997, 44 percent of the graduates of Illinois public university teacher preparation programs were initially enrolled at an Illinois community college. Sixty-seven percent had enrolled in community colleges at some point prior to graduation. Currently, 928 transfer courses are offered in teacher education at Illinois community colleges and nearly 100,000 (94,681) teacher education semester credit hours were generated by community colleges last year. Areas for future exploration by the community college system include a) possible support for initiatives aimed at teacher recruitment and programs to prepare career and technical teachers, and b) improved partnerships with four-year teacher preparation institutions.

The colleges' Results Reports indicated numerous initiatives that are underway or planned in the area of teacher preparation. Following are some examples:

- Illinois Central College offers a two-credit internship course in education for students who hope to become elementary or secondary teachers so they can gain hands-on experience before they make a final career decision.

- Lincoln Land Community College joined District 186 and the University of Illinois at Springfield in projects that include encouraging minority students to enter the field of education, development of a community advisory board, and promotion of teacher development.
- Morton College offers customized educational programs for paraprofessionals serving students in the elementary schools.
- Prairie State College is working on architectural plans for a new state-of-the-art laboratory school focusing on early childhood education. The facility and programs will be integrated with the college's early childhood education degree program, and students will do their observations and internships there.
- South Suburban College is considering adding a computer education aide option to its existing Teacher Aide program.
- John Wood Community College partnered with Western Illinois University and district schools to better prepare teacher education students to apply information technologies to student learning activities. The college also hired a full-time instructor to provide consistency in the presentation in teacher education courses. In addition, the college plans to incorporate laboratory classroom experiences for education majors.
- In the area of teacher recruitment, the College of Lake County initiated a Future Teachers Program for junior high school students and plans to expand it this year.
- Prairie State College plans to implement a Future Teachers of Chicago and Illinois program designed to recruit students from underrepresented groups into teaching and to support their efforts to become well-prepared for the profession.

Teacher Professional Development

Community colleges currently play a large role in providing professional development opportunities for teachers, most notably in the area of instructional technology. Under new recertification requirements, there will be an increasing need for professional development opportunities for teachers. Because they are community-based and accessible, community colleges can play a major role in providing these opportunities. The Illinois Video Education Network allows the colleges to partner with other colleges and universities to provide courses, workshops, seminars, etc. through interactive video. The colleges will be access points for the new Illinois Virtual Campus that will make Internet-based courses available through a single point of contact. Finally, the colleges will continue to be valuable assets to local schools in providing opportunities for teachers to upgrade skills in the uses of instructional technology and in other areas as needed.

Following is a sample of the initiatives in teacher professional development that colleges identified in their Results Reports:

- Richard J. Daley College partnered with Chicago area elementary and secondary public schools, Governors State University, and St. Xavier University to establish Project 2005: International Technology Network funded by the Annenburg Foundation. The goal of the project is to increase the number of teachers with real-world mathematics and science experience.
- Olive-Harvey College will join with the University of Illinois at Chicago and five other local community colleges in a National Science Foundation project to improve the teaching of mathematics and science for future elementary school teachers. A second goal of the project is to increase the number of minority students who choose to follow a teaching career.

- The College of Lake County used Eisenhower grant funds to support two courses for elementary teachers to learn how to incorporate hands-on physical science demonstrations and experiments into their classes. The college also offers three classes for certified K-12 teachers that count as nine of the eighteen hours required by ISBE toward ESL endorsement.
- The College of DuPage cosponsored a countywide institute day with the ETC partnership that offered workshops exploring the latest in technology for teaching mathematics, English, computer skills, and career counseling.
- Lewis & Clark Community College's Personal Computer Institute partnered with school districts to train teachers, administrative and academic support staff in computer technology. PC Institute workshops were created especially for Teachers and Technology partners to help teachers and other school staff become productive using software tools and integrating technology in the curriculum.
- Spoon River College will initiate joint professional development activities in integrating technology in disciplines for high school and college faculty.
- A number of colleges became CISCO training academies and will provide training for high school teachers in networking technologies.
- Belleville Area College is addressing an emerging need by offering professional development opportunities to area teachers, including home school teachers.

K-12 Outreach

Community colleges are accessible to local schools and are able to be actively engaged with elementary and secondary students in a variety of outreach activities to enhance their learning experiences. Some of the most common outreach activities included in the colleges' Results Reports include **early assessment, and supportive coursework if needed, for high school students; tutoring; enrichment programs; hosting K-12 events on the campus; career fairs; recruitment activities; and formal partnership programs.** Several colleges reported sharing resources with district schools, and one district reported sharing faculty. The colleges also reported outreach to middle and elementary schools for skill-building, ETC, and college awareness activities.

Following is a sample of the outreach initiatives colleges reported:

- Highland Community College, Kankakee Community College, and Lewis & Clark Community College all reported offering programs that support at-risk students, including Upward Bound, Talent Search and Minority Achievement Programs.
- John Wood Community College offers a program for at-risk students in partnership with the Quincy Schools and Quincy University. The program, called Scholars for Quincy, provides mentors, role models, academic enrichment, and college scholarships for 8th grade students with academic promise, but who face significant obstacles toward competing a college education or advanced occupational training.
- Danville Area Community College hosted a Career Pathways Workshop for high school counselors, faculty, administrators, and employers to train them in how to develop course clusters that are linked to real world careers. The College also offers an after school tutoring program for 90 minority students attending two city middle schools and one high school, under the direction of Project Excel.
- Parkland College plans to train college student ambassadors to visit high schools to encourage and improve student academic achievement in high school.

- Rock Valley College has loaned faculty in automotive technology and English to various high schools where staffing shortages threatened programs. This year, the college will co-fund an automotive instructor along with a local high school, and has assumed the entire LPN program from the Rockford School District in an effort to create a seamless path for students in health care professions.

High School Articulation

Nearly all the colleges reported certain common initiatives intended to improve high school articulation, including **dual enrollment; college courses made available to high school students; articulated courses and Tech Prep programs; Credit in Escrow programs; programs for gifted or honors high school students; course waivers based on Advanced Placement Tests or scores on CLEP or other proficiency examinations; feedback reports to high schools; bridge programs; and standards and curriculum alignment.**

Dual enrollment appears to be growing as a means of enriching the final year(s) of high school for some students, addressing issues of time-to-degree, and establishing linkages between the colleges and high schools within their districts. Not only did nearly all colleges report participation in dual enrollment, most indicated that they plan to increase dual enrollment opportunities. Tech Prep programs provide another effective means of linking and blending high school and postsecondary programs that is widely used. Information technology opportunities in Tech Prep are increasing with support from industry, such as CISCO and Microsoft.

Following are examples of other innovative initiatives in Tech Prep as well:

- Highland Community College worked with high schools to design secondary health occupation youth apprenticeships that provide the students with academic, technical, and clinical experiences that articulate to the college's nursing program.
- Illinois Central College participates in a 2+2+2 Tech Prep program that begins with a skilled trades program in high school that leads to industrial electronics, maintenance mechanic, or tool maker programs at the college, and finishes with a two-year apprenticeship with an area employer.
- In the area of standards and curriculum alignment, the City Colleges of Chicago are participating in a K-16 initiative with the Chicago Public Schools. During the past year, the initiative worked to align mathematics and English curricula between the secondary and postsecondary levels. The work will continue with additional curricula this year.
- Elgin Community College held articulation meetings between college and high school English, mathematics, and technology instructors. High school science instructors also met with health professions faculty. The goal of the meetings was to reduce the need for students to take developmental courses at the college.
- Heartland Community College held articulation meetings with area teachers. Through the Tech Prep initiative the College and area vocational centers have articulated curriculum paths for students to move into advanced technical programs.
- Spoon River College, Carl Sandburg College, and Black Hawk College participated with Western Illinois University and area high schools to improve articulation and appropriate placement of students in mathematics courses.

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- Wilbur Wright College reported an innovative program to link promising high school students to postsecondary education. The college pilot-tested a program with Kelvyn Park High School to move juniors and seniors into college-level courses in a specialized area of allied health while they are still enrolled in high school. In addition, the college Mathematics Academy provides tuition-free college-level classes to promising high school mathematics students recommended by their instructors for advanced coursework.

Teaching and Learning at Community Colleges

Central to the mission of every community college is the provision of an environment that supports teaching and learning to its fullest extent. Faculty development, reward systems, and methods of evaluation are designed to improve the quality of instruction. The most common initiatives to ensure the quality of instruction reported by the colleges included **Teaching/Learning Centers, faculty mentoring programs, and professional development, particularly in instruction and assessment.** Equally central to the community college mission is the provision of a learning environment that optimizes students' chances for academic success. To that end, all of the colleges' Results Reports included information on a broad array of **student support services, as well as revisions and/or enhancements to remedial/developmental courses and instructional delivery modes to promote student success.** All of these topics are covered more fully in other sections of this report, but are mentioned here to reinforce the colleges' commitment to quality teaching and learning.

State-Level Initiatives:

Illinois P-16 Partnership for Educational Excellence: The ICCB is a full and supportive partner along with the Illinois State Board of Education and the Illinois Board of Higher Education in the Illinois P-16 Partnership for Educational Excellence. Through the partnership, the three agencies acknowledge their shared responsibility for the educational continuum in Illinois. Priority areas identified for immediate attention include smoothing the transition from high school to college or the workplace, improving the recruitment, preparation and development of classroom teachers, and expanding the use of technology to improve educational opportunities.

Education-to-Careers: Education-to-Careers is an initiative for the overall career preparation opportunities that schools can provide students for success in education, in work, and in life. The ICCB, as the state coordinating board for Illinois community colleges, plays a pivotal role in Education-to-Careers (ETC) as an equal partner in administering and implementing ETC as an education reform initiative through joint administration with the interagency state-level team and leadership and coordination within the community college system.

Illinois Articulation Initiative: The Illinois Articulation Initiative (IAI) is a joint initiative of the Illinois Board of Higher Education, ICCB, and the Transfer Coordinators of Illinois Colleges and Universities for the purpose of enhancing the transfer process for the more than 30,000 students that transfer each fall among all sectors of higher education in Illinois. The Illinois community colleges are the primary providers of the freshman and sophomore year of postsecondary education in Illinois public higher education, and the ICCB and its staff have provided leadership and support to the IAI

since its inception in January 1993. In addition, community college faculty and staff serve on IAI panels that developed specific recommendations for courses that will be part of the initiative. To date, recommendations have been endorsed for a common general education core and 24 majors.

Teaching and Learning Conference: The Illinois Community College Faculty Association supports an annual Teaching and Learning Conference that brings together faculty and staff from colleges throughout the state to share best practices and collectively discuss issues affecting teaching and learning.

Learning-Centered Awards: Titled "Teaching/Learning" until 1998, this ICCB award recognizes innovation in approaching the challenges of fostering an excellent learning environment. The award is presented to up to three colleges annually. Most recent winners are: Richard J. Daley College for Centrifugal Learning: A New Paradigm for Faculty and Technology, Lewis & Clark Community College for Delivering Career Services Online, and Moraine Valley Community College for The Learning Challenge Grant Program.

Study of Remedial/Developmental Education: Community colleges in Illinois annually serve over 85 percent of the students who enroll in remedial/developmental coursework at in-state public higher education institutions. During fiscal year 1998, ICCB staff conducted a two-part study in collaboration with IBHE staff that examined the scope, cost, structure, outcomes, and policies related to remedial/developmental at Illinois community colleges. The study provided evidence that a cohort of students who completed remediation at community colleges performed and persisted in college at levels equal or higher than students who did not require remediation. It also identified the need to improve mechanisms for identifying and tracking students who require remediation. In addition, ICCB and IBHE staff jointly developed implementation strategies aimed at increasing the effectiveness of existing policies on remedial/developmental education. Colleges were asked to examine some of the issues identified in the study and respond in the 1998 ICCB PQP/Program Review Report. Remedial/developmental education will be a focus this year for the Center for Policy Studies.

Goal 3 - Affordability

No Illinois citizen will be denied an opportunity for a college education because of financial need.

Illinois community colleges were created as open-door institutions to provide access to higher education and advanced workforce preparation opportunities to citizens throughout the state. The college districts cover the entire state and offer citizens the most affordable higher education opportunities in both transfer and occupational programs. Even so, the colleges are constantly seeking ways to make the programs and services they offer even more affordable.

Related Priorities: One of the goals the ICCB established for fiscal years 1998-2000 is "to ensure that all Illinoisians have access to higher education opportunities." Likewise, in annual reports of priorities, the colleges have consistently identified student access and success as a common priority.

College Initiatives:

Limited Tuition and Fee Increases

The statewide average for tuition and fees at Illinois community colleges is $47.15 per semester credit hour, and the range is $36.00 to 60.00 per semester credit hour. The colleges offer, and are committed to maintaining, the most affordable higher education opportunities in Illinois. Several colleges reported that tuition has not been increased for multiple years. For example, there has been no tuition increase at Moraine Valley Community College for two years, at College of Lake County for three years, and at Triton College for five years. Lewis & Clark Community College has limited increases in tuition and fees, and guarantees that the current tuition rate will not increase for the next two years. In addition to limiting tuition and fee increases, colleges attempt to accommodate students' ability to pay in other ways, most commonly through **tuition payment plans and cooperative agreements with other college districts.**

Financial Assistance

All Illinois community colleges participate in state and federal student financial assistance programs. The application process for state and federal financial assistance is complicated and can be lengthy as well. Nearly all of the colleges reported actions to streamline the application process for students, most commonly taking advantage of new systems that have been created to enable applications and other information to be transmitted to and from state and federal financial assistance agencies electronically. The colleges regularly use these new systems and provide assistance to students in their use as well.

A prevailing philosophy at Illinois community colleges is that every attempt should be made to maximize financial assistance awards and decrease students' dependence on loans. For example, Heartland Community College elected not to participate in any loan programs, but to strive to provide a debt-free education for all residents of the district. At Kishwaukee College, the summer school was redesigned to better accommodate the needs of students as well as to maximize their ability to meet financial aid requirements. Lake Land College reported that student loans decreased by 12 percent last year, while Pell Grants increased by 12 percent and MAP awards increased by seven percent.

The most common way colleges reported providing financial assistance beyond what is available from state and federal sources is through **tuition waivers for disadvantaged and/or gifted students and other special populations and institutional and college foundation scholarships.** College foundations provide thousands of dollars worth of scholarships annually. Four colleges reported that foundation grants to students exceeded $100,000 during the past year.

Nearly all of the colleges provided specific examples of award programs. A sample follows.

- Belleville Area College provides a no-charge clearinghouse for scholarship information.
- College of DuPage is in the midst of a major fund-raising campaign. A portion of the funds will be directed toward student scholarships, especially for students who are close to, but not eligible for, Pell and MAP awards.

- Elgin's Youth Leadership Academy selects 20 students going into the 7th grade to prepare them for college and leadership roles in the community. If a student completes the program through the 12th grade, the college will provide her/him with two years of tuition-free education.
- Carl Sandburg College offers the Gale Scholars Program that is designed for those students who have great academic potential, but who are economically disadvantaged. The program ultimately provides these students with an opportunity to earn an associate degree from Sandburg and a bachelor's degree from Knox College entirely free.
- At Triton College, donations to the Health Career/Public Service area have been used to establish "hardship scholarships" for students in need of monetary assistance for non-tuition items like books, supplies, and uniforms.
- Several of the City Colleges of Chicago participate in the U-Pass Program that provides full-time students with low-cost public transportation so getting to class is less of a financial burden. Olive-Harvey College also opened a free sitter service on site.
- William Rainey Harper College established the America Reads Challenge, where Harper students are hired as tutors at the two partner elementary schools through federal Work-Study funds.
- Both Joliet Junior College and Rend Lake College offer textbook rental programs to reduce the cost of books for students.
- The Parkland Professors of the Future program was established by the college to identify outstanding minority students at Parkland College and support them financially and through mentoring to become community college faculty. Four students are currently participating in the program.

Policies to Decrease Time-to-Degree

Colleges typically reported that policies that decrease the time-to-degree, such as dual enrollment, advanced placement, articulated high school courses, etc., are in place. These measures can benefit the student financially by reducing the number of terms for which they must pay tuition. Several colleges also reported efforts to decrease time-to-degree through schedule changes and/or innovative methods of course delivery.

Following are some examples of specific college initiatives:

- Two colleges, Richland Community College and John Wood Community College, developed a two-year master schedule. Additionally, John Wood guarantees that courses offered on the master schedule will be taught despite potential low enrollment.
- Shawnee Community College is changing the summer term from a lead term to a final term in the academic year to allow more students to utilize remaining Pell funds during the summer and lessen time-to-degree.
- Wilbur Wright College began offering more compressed instructional terms and expanded non-traditional delivery of instruction to allow students to complete their studies more rapidly and conveniently.
- College of DuPage implemented an Adult Fast Track Degree option in Fall 1999 to enable motivated adults, who would typically have to pursue a degree on a part-time basis, to move through the degree program in a time-compressed format in two years.

Information about Financial Assistance Opportunities and Planning for College

All of the colleges reported extensive efforts to ensure that students and parents have information about financial assistance opportunities. Most commonly mentioned were **financial aid presentations at high school and other community locations for students, print and other media materials, and college Web pages.**

Following are examples of innovative activities the colleges reported:

- William Rainey Harper College conducted five bilingual financial aid seminars at high schools.
- Illinois Valley Community College expanded its consumer information programs to include a Financial Planning for College seminar targeted to parents of elementary school children, production and dissemination of Spanish language financial aid materials, and expansion of the number of hands-on financial aid application workshops offered.
- Prairie State College created and disseminated a Financial Aid Scholarship Manual listing all available scholarships, and Sauk Valley Community College linked to FASTWeb, a completely free scholarship search engine, to enable students to have access to information about over 400,000 scholarships offering more than $1 billion annually.
- Students in Rock Valley College speech classes, as a optional assignment, go to GED classes to promote enrollment in credit college classes once students earn the GED. As a result, attendance has doubled at College Night for GED students, where financial aid information is presented.

State-Level Initiatives:

Equalization Grants: Annual Equalization Grants are the result of a system funding initiative that attempts to reduce the disparity among districts in local property tax available per student.

Center for Policy Development: The Center for Policy Development was established to provide the opportunity for community college faculty and staff to bring their expertise to issues of critical importance to community colleges and to develop appropriate policy recommendations. Each year, two issues are identified and Policy Fellows are selected to address them. During fiscal year 1999, the first Policy Fellow worked with representatives from throughout the community college system and with the Illinois Student Assistance Commission to develop recommendations for initiatives to increase the amount of assistance available to community college students. A final report of this policy study will be presented to the ICCB at its September 1999 meeting.

Illinois Incentive for Access: The Illinois Incentive for Access (IIA) program is designed to direct additional grant aid to students classified as freshmen with no family resources to pay for college. It is a need-based program that provides a one-time $500 award to freshmen applicants who have no financial resources for college. Community college students represent a large portion of the students who receive financial assistance through IIA, and the Illinois community college system strongly supports the program.

Illinois Student Assistance Commission Pilot of Assistance for Less-than-Half-Time Students: During fiscal year 2000, the Illinois Student Assistance Commission will pilot a program to provide assistance to students who are enrolled at higher education institutions less than half-time. These students have not been eligible to participate in the Monetary Award Program (MAP) in the past. Many community college students enroll less than half-time due to full-time work and/or family commitments or other circumstances and would benefit from this initiative. The ICCB is fully supportive of this initiative, and a number of community colleges are participants in the pilot.

Goal 4 - Access and Diversity

Illinois will increase the number and diversity of citizens completing training and education programs.

Access is a guiding principle of the Illinois Community College System. The network of 39 community college districts and one multi-community college center provides access to higher education for citizens in every part of the state. In addition, the colleges use flexible scheduling, extension sites, and technology to maximize access to their programs and services.

The student population in Illinois community colleges is quite diverse. Based on fiscal year 1998 data, slightly more than one-half of Illinois community college students were female, one-third were of minority ethnicity, and two out of every five students were 31 years of age or older. About three-fourths of the students enrolled part-time during fall and spring semesters. (*Student Enrollments and Completions in the Illinois Community College System Fiscal Year 1998*, March 1999.) Since the colleges are locally-based, their student populations tend to reflect the diversity within their districts. While the community college student population tends to be more diverse than other sectors of higher education, the ICCB and the colleges remain committed to maintaining and enhancing the diversity of the system.

Related Priorities: In addition to the previously-stated ICCB goal relating to access, another goal for fiscal years 1998-2000 is "to ensure that the community college system has access to and is fully utilizing technology tools." Creative uses of technology can open up educational opportunities to a larger and more diverse audience than ever before. Collectively, Illinois community colleges have consistently identified as high institutional priorities 1) instructional uses of technology to enhance curriculum and provide increased access to programs and services, and 2) the globalization of curriculum.

College Initiatives:

Increased Access to Programs and Services

The most commonly-identified means of increasing access to programs and services in the 1999 Results Reports included **distance learning; non-traditional instructional sites; off-campus sites and extension centers; week-end college, short-term course formats, etc.; dual credit; partnerships; expanded facilities to increase capacity; cooperative arrangements; and participation in the Illinois Virtual Campus.**

Following are some examples of the ways colleges use these tools to increase access

- Harold Washington College partnered with the Chicago Public Schools, police, and fire departments to develop a dual credit Pre-Academy program for high school students considering careers in policing or firefighting.
- Belleville Area College will expand it sites at housing authority locations to include East St Louis.
- Lincoln Land Community College will offer its new Aviation Mechanics program in a short-term training format offered in the evenings. The college will also expand advising services to distance education students by using interactive video conferencing and Internet communications.
- Richland Community College and South Suburban College will establish adult re-entry programs.
- Nearly all of the colleges indicated plans to increase the number of courses and programs that are offered through distance learning. The area of highest growth appears to be in Internet-based courses.
- A number of colleges also reported that they are building or plan to build new facilities or remodel existing facilities to provide additional instructional capacity and thereby, increase accessibility.

Increased Diversity

Community college enrollments generally reflect the diversity of the communities they serve. Illinois is a state rich in diversity, and a number of the colleges clearly reflect that. For example Harry S Truman College enrolls students from 110 countries, representing 55 languages. Nevertheless, increased diversity is a goal for most Illinois community colleges. Diversity is used in its broadest sense to include ethnicity, age, and abilities. Colleges commonly reported that diversity goals include both students and faculty. The most common activities colleges identified to increase diversity include **targeted recruitment; support programs for targeted at-risk groups; contacts with community-based organizations; bilingual services; diversity programs for students and faculty; programs for recent immigrants, welfare clients, etc.; diversity plans and planning committees; hiring processes; and campus organizations.** In addition, many colleges indicated that they closely monitor demographics and set enrollment goals that will be reflective of the diversity of the community. Efforts to increase the diversity of faculty are widespread as well, although the colleges report mixed results.

The following are examples of specific college initiatives to increase diversity:

- Kankakee Community College established the position of Coordinator of Targeted Group Services with responsibility for maintaining a presence in high schools with large minority enrollments and for establishing contacts with area colleges and universities with minority enrollments in graduate programs.
- Richard J. Daley College plans to increase completion rates for its minority students and to strengthen recruitment efforts to the Polish population in the service area to maintain current diversity.

- An initiative at the College of DuPage called Project S.E.L.F. is designed to help Latino students persist in high school and transition to college.
- In response to a large increase in the Latino population in the college district, Illinois Valley Community College developed a plan that will be implemented this year to recruit and provide support services for Latino students that will be implemented this year.
- Illinois Central College formed a campus organization called Tomorrow's Black Leaders to promote higher levels of retention among first generation minority students. In addition, the New World Program recruits and works with first generation economically disadvantaged and physically disabled students.
- At Elgin Community College, activities to promote retention are funded by the Black Student Association and OLAS program.
- During fiscal year 1999, Joliet Junior college offered a series titled "Joliet Junior College Dialogue on Race" that involved four open forums on a variety of topics related to diversity. The college also sponsored a week-long program targeting the Latino community to provide them information about college.
- Sauk Valley Community College participates with Western Illinois University in the Crosscultural and Hispanic Program for Educational Advancement, aimed at improving the academic performance of currently enrolled Hispanic and African-American students and encouraging junior high and high school students to complete high school and continue to higher education.
- Lake Land College implemented an International Studies Program and plans to hire an admissions representative with responsibilities that include recruitment of adult students.
- Oakton Community College employs a Non-Native Student Coordinator and offers an array of professional development programs to help faculty and staff to work effectively with a diverse student population.
- Morton College promotes the availability of programs and services directly to centers of population in the learners' first language. The college also plans to evaluate Internet resources for those that might be best presented in multiple languages for current and potential students.
- Nine colleges participate in a HECA-funded regional consortium through which faculty have the opportunity to exchange with others in the state for a two-week time period.

Increased Completion of Programs of Study

For fiscal year 1998, there were 34,529 completions at Illinois community colleges, a 3.4 percent increase over fiscal year 1997. The total excludes completions in Adult Education and ESL instruction. For both fiscal years 1997 and 1998, approximately 24 percent of the completions were by minorities.

All Illinois community colleges are involved in efforts to increase the number of students who enroll in and complete transfer and occupational programs. Most colleges operate Transfer Centers that provide services to facilitate students' transfer to baccalaureate programs. The implementation of the Illinois Articulation Initiative will greatly facilitate transfer for community college students as well. Other activities commonly identified to increase the number of students who enter and complete

programs include **comprehensive student support services, ESL and Adult Education programs, enrollment management and retention plans, baccalaureate courses and degrees offered at the college, and dual admission programs with universities.**

Following are some examples of approaches colleges use to increase student success.

- Malcolm X College not only provides access to education for underrepresented groups, but emphasizes improving the experience. Services offered by the college include the Academic Support Center, a Latino Center that offers bilingual support services, a Transfer Center that assists students in exploring four-year college educational opportunities, and a Career Placement Center.
- The College of Lake County's Model Office Program provides students on welfare with hands-on experience including on-the-job survival skills. In addition, the College provided interpreters, bilingual tutors, and extensive academic support to Hispanic students in Automotive Technology classes, and a mentoring program for minority students in the Nursing Program. The college plans to hire two full-time minority retention specialists and a full-time coordinator for career programs who will support students from disadvantaged backgrounds. Plans also call for expanded support for Hispanic students through modified class schedules and bilingual support for entry-level classes in the horticultural program.
- Kishwaukee College is completing negotiations with Northern Illinois University to participate in their dual admission program, and John Wood Community College has a dual admission agreement with Western Illinois University.
- Elgin Community College's project ESCALERA increases opportunities for bilingual staff in public schools, as well as a limited number of Elgin and Harper students, to complete upper-level and graduate coursework from senior institutions.
- Shawnee Community College increased the number of developmental classes at all extension centers as well as over the interactive video system to accommodate at-risk learners. The college provided computer training to at-risk students at college extension centers and initiated planning for numerous courses and programs that will be offered to at-risk students who are currently receiving public aid or are ex-offenders.
- The Adult Education program at Lewis & Clark Community College offers the Family Connection Program in partnership with the local school district and Head Start. The program offers quality child care for children while parents attend basic skills/GED preparation classes and sometimes entry-level vocational training. There are also plans to modularize and develop more entry-level vocational curricula in the areas of basic mechanics, food preparation and service support, custodial maintenance, and child care assistant, primarily for Adult Education students. In addition, the college sponsors several on-campus baccalaureate degree completion programs on behalf of a number of colleges and universities.
- Moraine Valley Community College has developed a partnership with UPS and the Community Economic Development Association (CEDA) to allow students from predominantly minority areas to take courses at the college, work at UPS, and receive support services from CEDA.

State-Level Initiatives:

System Funding Initiatives: The ICCB system funding philosophy is described under Goal 1. In addition to previously-mentioned grants, Special Population Grants and Advanced Technology Grants support numerous efforts by the colleges to increase access and diversity. For fiscal year 2000, $12.7 million was allocated to support Special Population Grants and nearly $13.2 million was allocated to Advanced Technology Grants.

Performance-Based Incentive System: Three of the statewide measures used in the PBIS relate directly to Goal 4 of the Illinois Commitment to increase the number of citizens completing training and education programs. The measures are 1) student educational advancement, 2) students' pursuit of upper-division coursework and baccalaureate degrees, and 3) academically disadvantaged student success. PBIS provides additional incentives for high performance and/or significant improvement in these goal areas.

Illinois Video Education Network: The ICCB and the Illinois Board of Higher Education have worked as partners on the development of the Illinois Video Education Network. Interactive video sites around the state bring new learning opportunities to students while reducing travel costs for them as well as for faculty and staff. Ten regional consortia across the state link sites at community colleges, public universities, independent higher education institutions, businesses, hospitals, high schools, and libraries.

Illinois Virtual Campus: Community colleges are access points for the new Illinois Virtual Campus that makes Internet-based courses from institutions throughout the state available through a single point of contact. The colleges are providing student support services for individuals who use the Virtual Campus.

The Virtual Community College: This ICCB initiative, under the leadership of a fellow of the Center for Policy Development, addresses issues of distance by community colleges from a statewide perspective, especially Internet delivery. The issues are currently under discussion by a steering committee of representatives from the entire community college system. It is anticipated that access to systemwide degrees and certificates will be available by Fall 2000.

Lincoln's Challenge: The ICCB's Lincoln's Challenge Scholarship Program operates with an annual appropriation to provide scholarships for Lincoln's Challenge graduates. The Lincoln's Challenge Program is sponsored by the Illinois National Guard to help at-risk high school dropouts to attain their GED. The ICCB scholarships give students an opportunity to continue their education at an Illinois community college. To date, 814 students have received scholarship awards.

East St. Louis Community College Center: During fiscal year 1999, the ICCB took the unprecedented action of dissolving the Metropolitan Community College District. Subsequently, the ICCB worked with the community college system and other institutions of higher education to create the East St. Louis Community College Center to bring a quality community college experience to the citizens of the former district. Under the general administration of the Southern Illinois Collegiate Common Market, an educational consortium that includes John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, and Southern Illinois University

(Carbondale and Edwardsville), the Center opened to students in January 1999. Courses, programs and services are offered at the Center by Belleville Area College, Kaskaskia College, Shawnee Community College, Lewis & Clark Community College, and Lake Land College.

Goal 5 - High Expectations and Quality

Illinois colleges and universities will hold students to even higher expectations for learning and will be accountable for the quality of academic programs and assessment of learning.

Illinois community colleges set high expectations for all students. And, as information throughout this report affirms, the colleges dedicate significant human and fiscal resources to programs and services that maximize students' chances of reaching those expectations. In addition, strategic and institutional planning initiatives and a philosophy of continuous improvement are leading to increasing use of quality indicators and assessment results to maintain and enhance the quality of programs and services in an integrated way.

Related Priorities: One of the goals the ICCB established for fiscal years 1998-2000 is "to plan for, evaluate and document the needs, performance and effectiveness of the community college system through planning and accountability." The annual PQP/Program Review reports colleges submit to the ICCB have clearly indicated that the concepts of quality are infused throughout the strategic planning processes and resulting actions at all Illinois community colleges.

College Initiatives:

Program Review and Assessment

The Results Reports identified instructional program review and assessment as the tools most commonly used to ensure that programs are of high quality and that students are achieving expected outcomes. There is a general movement toward outcomes-based assessment at the course, program, department, general education, and institutional level. In addition, most colleges indicated that they are taking a systems approach to assessment. Many also indicated an increased emphasis on communicating the results of assessment both internally and externally.

A majority of the colleges reported some kind of assessment initiative under way related to the outcomes of general education. The reports also provided numerous examples of individual campus initiatives. Following are some examples:

- Kankakee Community College partnered with Heartland to develop a program review model that incorporates occupational skills standards and performance outcomes into the review process.
- The College of DuPage has been involved in a multi-level assessment (classroom, discipline, and program) effort for several years. The college is now beginning to work on institutional assessment at the general education level.

- In fiscal years 2000 and 2001, Kaskaskia College will design and implement three to five program goals for each instructional program. The results will indicate whether the goals are being achieved, or if program modifications are needed.
- Moraine Valley Community College uses the Program Accountability Standards System that involves eight indicators based on five-year benchmarks.
- At Black Hawk College, the Outcomes Assessment Committee has developed and is implementing a plan to assess student learning in general education and at the course and program levels. The committee has plans to expand the institutional portfolio assessment of general education from writing and mathematics to critical thinking. The college is developing a process for surveying employers of graduates as well.
- Highland Community College implemented a capstone course to aid in assessment of general education learning outcomes.
- Illinois Eastern Community Colleges send an Annual Report Card to the Board of Trustees, faculty, staff, students, and community.
- At Triton College, the Campus Assessment Committee presents a bi-monthly newsletter and publishes all current classroom assessment projects in a bound book that is distributed to all faculty. The committee also sponsors an annual Assessment Fair.

Use of Quality Indicators

All community colleges routinely review and analyze data on enrollments, completions, placement, transfer, retention, and so on to monitor the quality and effectiveness of programs and services. Many colleges reported that new or improved technology has enabled them to collect and manage additional data, as well as to do more in-depth analyses. Some colleges have increased staffing to manage the increasing demand for data for quality review and decision-making. Other quality indicators that are commonly used by the colleges include **feedback from students and employers, student pass rates on licensing and certification examinations, and accreditation of programs or the institution by external agencies**.

Following are some examples of the ways in which colleges use quality indicators:

- Black Hawk College provides the Board of Trustees an annual report on the placement of program completers in work-related jobs and the number of associate degrees obtained by students. The college also monitors student pass rates on various required licensing examinations.
- South Suburban College does an annual review of completion rates and grade distribution for the purpose of measuring grade inflation and other trends.
- Regarding increased staffing, Lincoln Land Community College assigned two new full-time positions to the implementation of a new management information system, and Sauk Valley Community College hired an institutional researcher to work with the faculty to improve the assessment process.

Revised Policies for At-Risk Students

Students must be adequately academically prepared if they are to meet high expectations. A number of colleges reported recent or planned revisions to policies for at-risk students. Following are some examples of policy revisions for at-risk students:

- Illinois Valley Community College, Oakton Community College, and South Suburban College all enhanced or created new policies for mandatory assessment and placement in basic skills areas.
- Shawnee Community College established new standards for placement into academic programs by increasing ASSET/COMPASS scores for new students.
- Lake Land College will establish new cutoff scores for three mathematics placement tests for implementation in summer/fall 2000.
- Kennedy-King's Dawson campus will develop and implement a process that identifies academically at-risk students at mid-point of course matriculation in order to furnish early intervention counseling activities.
- Harold Washington College developed benchmarks for student academic achievement in a number of remedial/developmental programs and courses.
- Sauk Valley Community College established a Student Success Course. The college has found that students who take the course during their first semester demonstrated a significantly higher retention rate than students who did not take the course.

Faculty Preparation

The Results Reports made a direct link between the quality of instructional programs and the preparation of the faculty who provide the instruction. Colleges emphasized teaching effectiveness as a key to student success and reported a variety of faculty development initiatives that are in place or planned to support effective teaching. The predominant theme for faculty development efforts was the incorporation of technology in the curriculum and its use as a teaching tool.

Following are some examples of faculty development initiatives related to the use of technology.

- Lewis & Clark Community College has set a local PBIS goal in technology to increase the number of faculty engaged in the use of instructional technology in the classroom. Plans call for five faculty to develop and/or test new instructional methods by spring 2000.
- Kishwaukee College staff development efforts for faculty have centered on effective teaching and learning techniques and the use of technology to facilitate teaching and learning. Financial support was offered to eight faculty for incorporation of new technology into their courses.
- John Wood Community College sponsored faculty participation in the Faculty Summer Institute through Illinois On-Line to foster greater use of information technology in learning environments.

Examples of other efforts to increase teaching effectiveness included the following:

- A Center for Excellence in Teaching, Learning, and Assessment was established at Illinois Valley Community College. The college also plans to institute a portfolio system for tenure review, and the process for evaluating tenured faculty will be reviewed and strengthened.
- Lake Land College has a mentoring program for new faculty.
- Shawnee Community College provides stipends to faculty and staff for upgrading their skills in designated areas.
- Joliet Junior College will hold staff development workshops to assist faculty and staff to prepare retention action steps to be undertaken during fiscal year 2000.

State-Level Initiatives:

Accountability/Program Review Reports: Illinois community colleges are asked to submit an annual Accountability/Program Review Report to the ICCB. The reports contain summaries of program reviews that were conducted during the fiscal year, as well as information in response to focus questions related to specific programs, issues, or functional areas of the colleges. The reports provide evidence of the ongoing review processes that are in place to ensure that quality and productivity are achieved for programs and services that are of highest priority to each college's mission. As a result of program reviews of 659 occupational programs during fiscal year 1998, 124 programs were significantly modified, scheduled for further review, or discontinued. Program review summaries for fiscal year 1999 are being analyzed by ICCB staff, and results will be presented to the Board in October 1999.

Occupational Follow-Up Study: Illinois community colleges annually conduct an occupational follow-up survey of graduates of occupational programs that are scheduled for review the following year. The results of the survey are compiled and analyzed in the annual ICCB Occupational Follow-Up Study, which provides valuable information on student employment outcomes and satisfaction with programs and services for use during the program reviews that are conducted the subsequent year. Information from the Follow-Up Survey also provides information for the Performance-Based Incentive System.

Program Approval: New programs are reviewed by ICCB staff, in collaboration with staff from the Illinois State Board of Education and the Illinois Board of Higher Education. Program approval is based on evidence of quality, need, and cost-effectiveness. Policies and procedures have been revised during fiscal year 1998 to streamline the program approval process while maintaining quality assurance.

Occupational Skills Standards: Colleges are strongly encouraged to build occupational skills standards into new and existing curricula to ensure learning outcomes match the skills required for the occupation.

Remedial/Developmental Study: The ICCB Remedial/Developmental Study described in Goal 2 provided a look at the effectiveness of current policies for remedial/developmental education and identified future policy directions to strengthen these programs.

Leadership and Core Values: The Leadership and Core Values initiative was approved by the ICCB in 1997 and has been implemented throughout the Illinois Community College System. The initiative has three main objectives: 1) to define and describe core values that are held in high esteem among Illinois' populations, 2) to explore and implement strategies that enable Illinois community colleges to create a culture and climate characterized by agreed-upon values, and 3) to develop strategies for infusing these values into the curriculum and operations, into the teaching, and into leadership at Illinois community colleges. During fiscal year 1999, ICCB received an appropriation to implement the initiative and awarded grants totaling $105,000 to 39 colleges to begin work on Leadership and Core Values. Grants will be made to colleges to continue the initiative during fiscal year 2000.

Phi Theta Kappa: In 1997, the ICCB established the All-Illinois Academic Team to provide statewide recognition to outstanding Illinois community college students. Phi Theta Kappa is the international honor society of two-year colleges. Two annual recognition ceremonies for the All-Illinois Academic Team have been held at the rotunda of the Illinois State Capitol, where state senators and representatives and others honored the team members.

P-16 Partnership for Educational Excellence: As described under Goal 2, ICCB is a full partner in the Partnership for Educational Excellence which has identified improved preparation for college and the workplace as one of its major goals.

Goal 6 - Productivity and Accountability

Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

The annual *Priorities, Quality and Productivity/Program Review Reports* submitted by Illinois' community colleges since fiscal year 1995 have provided evidence of the ongoing review processes that are in place to ensure that high levels of quality and productivity are achieved for programs and services that are of highest priority to each college's mission. The first annual *Results Reports* reaffirm the colleges' commitment to quality programs and services and high levels of productivity within the broader context of accountability set forth in the *Illinois Commitment.*

College Initiatives:

Strategic Planning and Linkages

Nearly all the colleges' Results Reports emphasized the development and implementation of processes to link data on quality and productivity to planning, priority-setting, and allocation of resources. Many colleges use a Continuous Quality Improvement model to guide institutional planning and evaluation.

A few of the many examples colleges provided regarding their planning efforts follow:

- Illinois Eastern Community Colleges annually prepare a Long-Range Plan, Assessment Plan, and an Annual Report Card.
- Belleville Area College uses statewide data along with an in-house Margin Analysis of Academic Programs for managers to monitor the effectiveness and productivity of programming. This is coordinated with the program review process. The cost analysis is used regularly to reallocate resources to address institutional and instructional priorities.
- Black Hawk College's Board of Trustees has established a list of indicators for which they receive reports annually. At each Board meeting, two or three of the indicators are discussed in depth.
- William Rainey Harper College has in place a Strategic Long-Range Plan that identifies annual priorities, three-year goals and tasks, and an analysis of the institution's strengths,

weaknesses, opportunities, and threats. The College plans to implement an environmental scanning process that focuses on external issues, market changes, and demographic changes that impact the college.

- Joliet Junior College's budget process requires departmental requests for additional funds to be linked to the Strategic Plan and/or assessment activities. Allocated funds for supplies, travel, and fixed costs are based on specific requests, rather than incremental increases to departmental budgets, which has allowed the college to reallocate funds to higher priority areas when necessary.
- At Rend Lake College, every area of the college developed a strategic plan for the next year that includes specific goals, time lines, and resource needs. The plans became the basis for the fiscal year 2000 budget plan and will serve as accountability and productivity measures.
- The Planning Council at John A. Logan College has the responsibility to provide the necessary direction for the efficient, comprehensive operation of the institution within its internal environment and in its functions within the region and state. The Planning Council has produced a strategic and long-range plan each year since 1981. In 1994, the PQP initiatives were incorporated into the plan.
- McHenry County College will implement a strategic plan that calls for the reallocation of funds internally to support new programs and services and to improve quality. An example is the shifting of college resources from Office Systems Technology to Computer Information Systems and the beginning of a plan to combine the strengths of the two program areas.

Restructuring to Streamline and/or Achieve Economies

Through strategic planning initiatives, colleges have set institutional priorities and have taken a holistic approach in examining the effectiveness of the institution, rather than viewing each component in isolation. The colleges' reports on administrative productivity for the 1998 PQP/Program Review Report provided evidence that the colleges have strategically used **elimination, consolidation, and restructuring of positions, units, and functions to reduce identified inefficiencies and distribute resources to maintain and enhance quality in areas of highest priority.**

The 1999 Results Reports reaffirmed the above, not just in relation to administrative functions, but for the whole institution. For example:

- Heartland Community College reorganized the Instructional Services area to combine duties that were distributed among 27 lead faculty into six administrative positions.
- Kennedy-King College is further streamlining and expediting the registration process for students. Additional training will be given to staff and faculty members prior to registration to improve communications with students and gain a better understanding of the process.
- John Wood Community College plans to meld selected instructional support functions of the Student Services and Instructional Services areas to provide integrated academic support to students.
- Kaskaskia College implemented procedural and operational revisions in the Administrative Services area during the past three years that have improved institutional productivity and cost-effectiveness.

- Triton College created a new position, Dean of Instructional Technology, to develop, coordinate, and promote the college's distance learning activities.
- Moraine Valley Community College reorganized the information technology area and reduced the duplication of services provided by academic computing and information systems.
- Richland Community College will merge its tutoring centers, and William Rainey Harper College has realigned the finance office functions to allow for greater efficiency and communication.

Technology to Increase Productivity and/or Accountability

Illinois community colleges regularly invest in and use new technologies, often to provide increased productivity. The Results Reports provided many examples of specific college activities.

- Wilbur Wright College is exploring new technology for more cost-effective provision of services or expansion to reach new markets. The College is seeking to minimize the duplication of essential student support services at its three campuses by establishing more effective linkages through computer and telecommunications technology.
- Lake Land College will focus on developing more courses delivered through the Internet to assist in addressing the needs of time-bound students such as swing shift workers. This is a need that has been identified by employers.
- Lewis & Clark Community College used technology grant funds to add outside security cameras to buildings on the Godfrey campus to provide better security without adding staff to the security force.
- Parkland College implemented new human resources, financial records, and payroll computer systems to address the college goal of "working smarter, not harder."
- Triton College is addressing productivity through staff development. The College opened a new Technology Training Center that has concentrated on improving the computer skills of faculty and staff.

The use of new or improved technologies can also increase the college's ability to produce and use sound data for accountability purposes. For example:

- Lincoln Land Community College reports that it will be able to "manage with information" with the addition of a research office and a new management information system.
- At Illinois Valley Community College the implementation of a new administrative information system will result in improved decision-making from access to just-in-time, easily retrievable data in usable formats.

Internal Reallocation of Staff and/or Other Resources

Within the next few years, a large number of community college faculty and staff will retire. This will present the colleges with both the challenge of maintaining appropriate staffing levels and the opportunity of reallocating staff resources to areas of high priority or to reconfigure staffing plans. At least one-fourth of the colleges indicated that they have used faculty and staff retirements as opportunities to shift staff resources or plan to do so. For example:

- The College of DuPage had an opportunity to restructure the Academic and Student Affairs area as a result of departures of key administrators. In the process, the College consolidated the responsibilities of several staff, ultimately leading to a reduction of one administrative position.
- The Board of Trustees for Kankakee Community College approved a voluntary early retirement incentive program in 1996. As a result of retirements, the college has the opportunity to reassess its organizational structure to reorganize in a manner that will lead to increased accountability, collaboration, productivity, and responsiveness to learners.

Curriculum Revisions, Consolidations, and Eliminations

The Results Reports also indicated that community colleges often revise or consolidate curricula to achieve greater productivity or to address issues of performance. Following are some examples:

- Kennedy-King College combined courses in machinist occupations in order to retain existing student populations without sacrificing instructional quality.
- Highland Community College redesigned its Industrial Technology program.
- Kishwaukee College totally revised the curricula in Computer Information Systems and Law Enforcement programs to meet emerging needs.
- Harry S Truman College, Harold Washington College, Danville Area Community College, and John Wood Community College all reported that programs were withdrawn or inactivated specifically due to low productivity.

Increased Productivity through Maximizing Resources

Many community colleges reported that they attempt to increase productivity by maximizing resources through **grants or partnerships with business/industry or other agencies.** Following are some examples:

- Carl Sandburg College, Lincoln Land Community College, and Moraine Valley Community College have all created staff positions to identify and seek grant opportunities. Sandburg's Research/Grants office was created three years ago, and the college reports a marked increase in outside funding as a result.
- Harold Washington College, William Rainey Harper College, and Carl Sandburg College all indicated an emphasis on increasing partnerships to make the best possible use of resources.

A number of innovative partnerships described in previous sections of this report have also enabled the colleges to increase productivity.

State-Level Initiatives:

Accountability Awards: ICCB Awards for Excellence in Planning and Accountability are presented annually to up to three colleges in recognition of outstanding efforts in these areas. The most recent awards were given to Black Hawk College, Highland Community College, and Prairie State College in recognition of initiatives to strengthen linkages and integrate planning, budgeting, program approval, and program review around college priorities.

Reallocation: The 1998 ICCB Accountability and Productivity Report indicated that the community colleges collectively reallocated $27.0 million during fiscal year 1998 in the areas of administration and instruction and projected additional reallocations in those areas over the next five years of $16.2 million. The 1999 ICCB Accountability and Productivity Report will include a similar analysis for instruction and public service activities.

Uniform Financial Reporting System: The Uniform Financial Reporting System (UFRS) is a major ICCB initiative to provide the system with a comprehensive financial database. UFRS is operational with audited data by colleges currently accessible on the ICCB homepage. UFRS provides another tool for use in performing financial reviews and analysis of revenues, expenditures, assets, liabilities, and fund balances at the individual college level. Additional analysis can be performed by college officials who have the capability of creating real time customized queries of the databases.

Recognition: The ICCB reviews the recognition status of colleges on a five-year cycle. A streamlined revised recognition process is being implemented to take advantage of the substantial amounts of information the colleges provide to the ICCB on a routine basis and rely less on information gathered through on-site visits to college campuses. Financial audit visits will be decoupled from the recognition process but audit results will remain a part of the process. Evaluations will be broadened to include quality indicators in addition to compliance standards.

Educational Guarantees: Nearly all Illinois community colleges offer their students educational guarantees. Baccalaureate transfer guarantees ensure that community college transfer students can transfer all of their courses to their chosen four-year college or university. If courses selected with the assistance of the community college do not transfer, the community college will refund the tuition. The subsequent adoption of the statewide general education common core and major panel recommendations through the Illinois Articulation Initiative have greatly facilitated the implementation of transfer guarantees. Occupational program guarantees ensure that graduates of community colleges' career and technical programs have the skills needed in today's labor market. Graduates may re-enroll in appropriate courses at no charge if they did not obtain the skills the program is designed to teach.

ICCB Databases and Related Reports: ICCB has developed a comprehensive Management Information System and maintains large databases of information about students, faculty, curricula, fiscal matters, etc. ICCB staff use this information to produce regular reports on enrollments and completions, student transfer, faculty salary, unit costs, and others that provide statewide accountability as well as valuable information for the colleges to use.

Strategic Planning Initiative for the Next Decade: In January 1994, ***VISION 2000, Charting a Course for the Future*** was put in place to serve as the focus of initiatives for the system and the ICCB through the remainder of the 20th Century. As the 21st Century approaches, the system has launched a major planning initiative to develop a forward-looking strategic plan that will provide a focus for the system for the first decade of the new millennium. The plan will be developed with input from all community college constituency groups and the ICCB and will be implemented for fiscal year 2001.

Summary and Conclusions

Illinois' comprehensive community colleges play a vital role in the state's educational and workforce preparation system. They provide access and opportunity to nearly one million diverse students annually, including those seeking assistance deciding on a new career or upgrading skills for their current occupation, persons interested in transfer, and students who need to sharpen their basic skills In addition, they are a valuable resource to businesses and industries and a partner in economic development in the districts they serve. This first annual *Results Report* provides evidence that priorities of the Illinois community college system mirror the statewide goals of economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability set forth in the *Illinois Commitment.* Institutional and statewide policies, programs, services are directed to those priorities to enable the colleges to effectively carry out their mission to the citizens of Illinois. The future promises ample challenges for Illinois higher education to serve an increasingly diverse student population in need of preparation for a rapidly-changing workplace that largely depends on information and technology. The colleges have indicated that they are committed to the continuous improvement of their programs and services and that they have in place strategic planning processes to address future needs. During fiscal year 2000, the ICCB and college representatives will review data that are collected systemwide for a variety of purposes to identify appropriate measures and benchmarks to document contributions to the statewide goals for higher education in future *Results Reports.*